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## MATHEMATICAL ARTICLES IN CURRENT MAGAZINES

KEYSER, CASSIUS J. "The Human Worth of Rigorous Thinking," *Science*, N.S., XXXVIII (December 5, 1913), 789-800.

Shows "that science, and especially mathematics, the ideal form of science, are creations of intellect in its quest for harmony." It is a reply to the critics who challenge the human worth of rigorous thinking.

KEYSER, CASSIUS J. "The Study of Mathematics," *Columbia University Quarterly*, XVI, No. 3 (June, 1914), 237-55.

Under another title a major part of this article was published in *Science*, December 5, 1913.

WERREMEYER, D. W. "Reliability of Grades of Test Papers in Mathematics," *School Science and Mathematics*, XIV (May, 1914), 422-29.

Relates by tabulated results that a group of teachers differ greatly as to the value that is placed upon a geometry, algebra, or arithmetic test paper.

YOCUM, A. DUNCAN. "Mathematics as a Means to Culture and Discipline," *Mathematics Teacher*, VI (March, 1914), 135-57.

Suggests that the present weakness in the teaching of mathematics lies less in the devotion of more time to the subject, or concentration upon some branch of mathematics as a whole, than in the more effective teaching of those portions of arithmetic which are directly useful, plus the little arithmetic not thus included and the parts of algebra and geometry which are essential as preparation for future specialization. This should involve a more thorough mastery of useful mathematical habits.

THORNDIKE, EDWARD L. "An Experiment in Grading Problems in Algebra," *Mathematics Teacher*, VI (March, 1914), 123-34.

Records the judgment of two hundred teachers of mathematics in the Middle states and Maryland on twenty-five algebra problems which the teachers ranked in the order of "difficulty." Individual opinions varied greatly. The teachers were undecided whether variations are due to tenable points of view or to errors of judgment.

SMITH, T. M. "The Need of Greater Thoroughness in Geometry and How to Secure It," *Ohio Teacher*, XXXIV (April, 1914), 392-95.

Outlines eight essentials to a demonstration. Tabulates the results of assigning 11,781 computation items to 77 pupils in a four-day accuracy test at the close of a year's training.

DODSON, EDWIN C. "A Study of Achievement in Mathematics," *School Science and Mathematics*, XIV (May, 1914), 430-35.

Shows that in the first two years of mathematics in the Shortridge, Indianapolis, high school nearly 30 per cent of the enrolment failed to receive credit and that over 6 per cent of the third- and fourth-year pupils received no credit.

MOORE, C. N. Discussion: "The Educational Value of Mathematics," *Science* (April 24, 1914), pp. 609-11.

Quotes Professor C. J. Keyser, Columbia, vs. Professor E. L. Thorndike, Columbia, as to the value of human worth of mathematics—the worth of rigorous thinking. The present-day curriculum is blamed for poor results in real mental training.

LENNES, N. T. "Mathematics for Culture," *Educational Review*, XLVII (May, 1914), 469-78.

Suggests the creation of a new type of course in mathematics to be called culture mathematics. It would deal with the subjects of trigonometry, solid geometry, analytical geometry, and calculus.

HOLROYD, INA EMMA. "Mathematics in the Education of Girls," *School Science and Mathematics*, XIV, No. 6, Whole No. 116 (June, 1914), 490-94.

A judicious use of strength-giving subjects, among which the writer classes mathematics, is advocated for girls, who, the writer thinks, should learn what real effort means. She would have the girl fill her mind with food for thought and varied interests in life to replace some of the domestic duties.

FORD, WALTER B. "The Future of Geometry," *School Science and Mathematics*, XIV, No. 6, Whole No. 116 (June, 1914), 485-490.

The writer feels that there is a tendency to make geometry more real and natural to the beginner at a certain sacrifice of the purely formal and traditional. He is willing to accept the applied problem and a limited use of the informal proof.

FERRY, FREDERICK C. "Mathematics: The Subject and the Teacher," *Mathematics Teacher*, VI, No. 4 (June, 1914), 217-29.

Gives a somewhat detailed account of the methods used in the mathematics department of Williams College. Nine-tenths of the courses are based on the textbook work and are given to classes averaging fifteen students.

WHELOCK, CHARLES F., and BOBB, MAURICE J. "Are Particular Abilities Necessary for Pupils to Gain an Understanding of the Elementary and Secondary Mathematics as Usually Given at the Present Time?" *Mathematics Teacher*, VI, No. 4 (June, 1914).

The first writer is of the New York State Department of Education and the second of the University of Pennsylvania. They answer the question in

the affirmative. The first writer believes the answer to the question expressed in the title lies in the quality of teaching done in the secondary schools. The second writer advocates less memory, more teamwork of chalk and talk, and more cultivation of imagination and observation in our mathematics.

HART, JAMES N. "What Mathematical Knowledge and Ability May Reasonably Be Expected of the Student Entering College?" *Mathematics Teacher*, VI, No. 3 (March, 1914), 158-65.

The writer says all high-school pupils should be "exposed" to a year of algebra and a year of plane geometry. If it does not "take" they should not for that reason be refused a diploma, nor, in rare cases, admission to college, if they present high scholarship in other lines.